Appendix table 7-43.
Leading source of information about science and technology: 2001
(Percentages)

Characteristic	Newspaper	Magazine	Internet	Books/ other printed	TV	Radio	Government agency	Family	Friend/ colleague	Other	Don't know	Sample size (number)
All adults	16	16	9	2	44	3	*	2	1	5	2	1,574
Male	17	18	13	2	41	4	*	1	1	3	1	751
Female	16	14	6	2	48	2	1	2	1	6	2	823
Formal Education												
Less than high school	13	9	2	4	53	4	1	1	1	9	4	116
High school graduate	16	15	10	2	48	2	*	2	1	3	1	834
Baccalaureate degree	17	23	16	3	31	3	0	1	1	4	1	393
Graduate/professional degree	25	30	11	2	23	2	*	1	1	4	0	221
Science/mathematics education[a]												
Low	16	12	5	2	53	3	*	2	1	5	2	674
Middle	19	18	12	1	39	2	*	2	1	4	1	469
High	15	27	19	4	28	3	*	1	1	4	*	431
Attentiveness to science and technology[b]												
Attentive public	20	35	14	3	21	1	*	1	0	5	0	195
Interested public	14	18	11	2	46	3	*	2	1	4	*	755
Residual public	18	10	7	2	48	3	*	1	1	5	3	624

* = <.5

[a]Respondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/math courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

[b]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, is "very well informed" about it, and a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue area but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTES: Percentages may not add to 100 because of rounding. A few respondents did not provide information about their highest level of education. Responses are to the following question: We are also interested in how people get information about science and technology. Thinking about the kind of issues we have been talking about, where do you get most of your information about science and technology?

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

See figure 7-19 in Volume 1.

Science & Engineering Indicators – 2002